



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

sense, and numerous valuable suggestions which should profit the beginner. The limitations of the work came largely from the formalism of the scheme followed. If the young teachers should take it too seriously, should suppose that the "five formal steps" must be canonized, or that the various "methods" set forth are to be brought in to the recitation in separate pockets to be drawn out at different times, the effect would be rigidity and superficiality rather than progress and insight. In fact, it would seem that modern genetic psychology on the one hand, and the logic of the sciences on the other, should soon reach a stage of development that should furnish a simple basis for the elementary teacher's work—a basis that will not seem absurdly formal and rigid when tested by the spirit of modern life and modern science. J. H. T.

Schiller's Wilhelm Tell. Edited by EDWIN CARL ROEDDER. New York: American Book Co., 1906.

This is an excellent edition of Schiller's famous drama. An exhaustive introduction treats the theme of the drama, the diction and verse, and the historical background. It also contains a bibliography of the subject. The text is accompanied by instructive footnotes, which also give detailed information on the staging of the different scenes. In an appendix are reprinted some songs and ballads about Switzerland and the legendary Wilhelm Tell, and an account of the shooting of the apple, taken from Schiller's historical source. A vocabulary is added.

Heine's Poems. Selected and edited by CARL EDGAR EGGERT. Boston: Ginn & Co., 1906.

The volume contains a selection of 163 of Heine's lyrical poems. In the introduction detailed information about Heine's life and works can be found; also a bibliography. The notes, following the text, are accurate and well chosen. They inform the reader about all points needing explanation. As a whole, it seems to be a very well-prepared textbook, which undoubtedly will help to increase the interest in Heine with college and high-school students.

Am deutschen Herde: Ein Buch über deutsche Sitte und Sprache. Von OSKAR und VALERIE THIERGEN. With English Notes by STARR WILLARD CUTTING. Boston: Ginn & Co., 1906.

This book aims to make American students acquainted with German life and customs. It describes the experiences of two young Americans who travel in Germany. The topics cover subjects which are of great interest to foreigners who wish to become well informed about the most typical features of the German people. The little book is written in excellent German and represents a very useful reader for advanced high-school or intermediate college classes. Its value is greatly enlarged by very thorough and complete English notes, and a large vocabulary.